FRANCE

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes
% of all students in upper secondary education, 2014

Lifelong learning
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training
% of early leavers from education and training, 2015

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

Further information


www.travail-emploi.gouv.fr Ministry of Labour, Employment and Social Dialogue, General Directorate for employment and vocational training
www.agriculture.gouv.fr Ministry of Agriculture, the Food-processing Industry and the Forest
www.diplomatie.gouv.fr Ministry of Foreign Affairs
www.cnefop.gouv.fr National Council for Employment, Vocational Training and Guidance
www.centre-inffo.fr/refernet ReferNet France
www.orientation-pour-tous.fr National portal on initial and continuing guidance and training

This spotlight is based on input from Centre Inffo – Centre for the Development of Information on Continuing Vocational Training (ReferNet France 2016).

<table>
<thead>
<tr>
<th>Upper secondary students</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of all students in upper secondary education, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.2</td>
<td>40.3</td>
<td>29.5</td>
</tr>
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<td>31.2</td>
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<tr>
<td>30.2</td>
<td>39.3</td>
<td>30.2</td>
</tr>
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<table>
<thead>
<tr>
<th>Lifelong learning</th>
<th>% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>FR</td>
<td>BE</td>
</tr>
<tr>
<td>17.2</td>
<td>15.3</td>
<td>16.2</td>
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<td>22.7</td>
<td>21.8</td>
<td>22.7</td>
</tr>
<tr>
<td>24.2</td>
<td>23.3</td>
<td>24.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early leavers from education and training</th>
<th>% of early leavers from education and training, 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>FR</td>
<td>BE</td>
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<td>12.9</td>
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<tr>
<td>20.8</td>
<td>19.8</td>
<td>20.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share of employees</th>
<th>medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>FR</td>
<td>BE</td>
</tr>
<tr>
<td>35</td>
<td>30</td>
<td>27</td>
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<td>37</td>
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<td>50</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>55</td>
<td>50</td>
<td>47</td>
</tr>
</tbody>
</table>

NB: 48.5% is the provisional weighted EU average for 2013 based on available country data (26 countries).
Source: Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 26.04.2016.

NB: Break in time series in EU-28; low reliability in HR; definition for national target differs in DE and ES.

NB: VET: survey respondents described their highest qualification as vocational;
WBL: studies involved some learning at a workplace (e.g. apprenticeships, internships, other forms of work-based learning).
Results may differ from those reported in national statistics and international surveys, as the online data collection method used does not always lead to fully representative findings.
Source: Cedefop European skills and jobs survey, 2014.
VET in France

Vocational training and education (VET) is, by tradition, central to France’s adopted priorities: gains first appeared in the Middle Ages and were pronounced in the 19th century. The development of lifelong learning in the early 1970s was based on long-standing and highly diverse adult education practices that are the foundation of contemporary education.

Initial VET (IVET)

VET at upper secondary level

On leaving lower secondary school (college) at SCEDP P344, generally at the age of 15, students are steered either towards a general (SCEDP P 344) and technological (SCEDP P 354) upper secondary school (lycée), to prepare for a three-year general or technological baccalauréat, or towards a vocational lycée (SCEDP P 353, 354), to prepare for a two-year professional skills certificate (CAP) or a three-year vocational baccalauréat. These can also be designed to provide direct access to employment, and the training always includes in-company internships. However, access to tertiary level VET programmes in related fields is possible. Upper secondary education is governed and financed largely by the Ministry of Education and partly by other ministries (including agriculture and industry).

VET at tertiary level (SCEDP P 354)

The lycée-based higher curriculum is provided to a two-year programme leading to the higher technician certificate (BTS). Universities offer also a further two-year technological diploma (DUT). This is designed for entry into tertiary education. Students can also decide, on completion of 12, to go on to a vocational bachelor’s programme, which enables them to acquire a vocational qualification at EQF level 5 and progress to master’s level or a qualification at EQF level 7. Higher education (tertiary level) also includes many vocational courses within universities and private or public higher colleges of excellence (grandes écoles).

Apprenticeship

This pathway can lead to all vocational qualifications registered in the national directory of professional qualifications, which includes all secondary or higher education certifications as well as vocational qualification certificates (CQP), created by the professional branches. Young people on an apprenticeship contract (from one to three years) have the status and rights of other employees and receive a salary. The course is to be done either on the place of work and in an apprentice training centre (CTA). The system is governed by the State (legislation), the regional councils (policy setting) and the social partners (management of the CTA). Its funding comes from the State, which makes contributions for the amount of each apprentice salary, the regional councils (bourses de recrutement, apprenticeship subsidies) and companies (apprenticeship tax).

Continuing VET (CVET)

CVET applies to those entering the world of work or already in work, both young and adults. The objective of CVET is to promote personal integration or reintegration; maintaining people in work; encouraging the development of skills and access to different levels of professional qualification; and contributing to economic and social development. Access and funding procedures for courses vary according to individual status, either as jobseekers or people in employment (private sector employees, public servants, self-employed workers). Training of job seekers is managed by the regions, and partly by the national agency for employment. Employers (public or private) and the social partners are responsible for training people in employment. The training market is open: in 2012, more than 62 000 training centres (CFA) took part in the creation of 1.9 million training places. More than 24.4 million people were involved in training, for the amount of each apprentice salary, the regional councils (bourses de recrutement, apprenticeship subsidies) and companies (apprenticeship tax).

France

Officially recognised vocational qualifications

- Programmes: 612,000
- Certificates: 87,000

May also be offered to adults (full-, part-time or distance education)

- Apprenticeships (apprentissage)
- Private higher colleges of excellence (CFA)
- University and public or private colleges providing general courses and technical and vocational qualification at EQF level 6 and 7

Programmes combining VET and general education

- 3 years
- 4 years
- 5 years

Continuing VET, retraining and career advice

VET in the French education and training system

Distinctive features of VET

1. Education and training

Rights

The State ensures the principles of equal opportunity, access to education. It has the obligation to organise public education that is free of charge and secular.

Role of the social partners

The social partners have an essential role in regulating political and financial aspects of lifelong learning programmes. The inter-professional agreements they negotiate are the bases for the introduction of reforms and are generally reflected in legislative and regulatory documents. Social partners also manage the different bodies that collect compulsory company contributions to apprenticeship and vocational training, as well as the unemployment insurance system to job seeking.

2. Funding

Obligation to contribute financially to CVET

French CVET is distinguished by the existence of compulsory contributions allocated to a particular purpose, reflecting the desire to encourage companies to train their staff. The rate is set by the law, but some professional branches have applied rates above the legal minimum.

Recognition of ‘individual rights’ to training

Another distinctive feature is the recognition of ‘individual rights’ to training, designed to promote social progress and reduce inequalities in access to training. The best known are the individual training leave (CIF) and the most recently introduced personal training account (compte personnel de formation, CPF). The purpose of the CPF is to contribute to an individual training scheme, by making it more accessible to all, which implies a contractual obligation for companies, and more portable from one company to another.

Decentralisation/leadership role of regions

The law provides general guidelines on the process of decentralisation. It gave regions full authority over vocational training, career advice and coordinating and lower secondary education by providing technical resources, teacher training and funding.

EASE case career

The main aim of the new career guidance service (consul en évolution professionnelle, CEP) is to offer the employed and unemployed support for personal career transitions and suitable training. This requires coordinated actions among national and regional actors, and active social partner involvement. The service is linked to the personal training account (CPF).

Developing quality processes in VET

According to 2015 legislation, as of the main CVET funding bodies must ensure the quality of the training they finance, based on predefined criteria.

Create a personal activity account

The active population in the public and private sectors will have online access to information on qualification (as of 2017). This personalised web service will provide information related to their career, including access to training (CPF) as well as unemployment insurance and social protection.

Map occupation changes related to the digital revolution and the green growth

Mapping changes in occupations is part of the national employment strategy plan (Transition numérique FRANCE). The exercise will be carried out for the French CVET is distinguished by the existence of compulsory contributions allocated to a particular purpose, reflecting the desire to encourage companies to train their staff. The rate is set by the law, butsome professional branches have applied rates above the legal minimum.

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### VET in France

Vocational education and training (VET) is, by tradition, central to France’s adopted priorities: guilt first appeared in the Middle Ages and approximated in the 19th century. The development of lifelong learning in the early 1970s was based on long-standing and highly diverse adult education practices that are the foundation of continuous education.

#### Initial VET (IVET)

**VET at upper secondary level**

On leaving lower secondary school (collège) at Sédép-DP 244, generally at the age of 15, students are steered either towards a general (Sédép-DP 344) or technological (Sédép-DP 354) upper secondary school (lycée), to prepare for a three-year general or technological baccalauréat, or towards a vocational lycée (Sédép-DP 353, 354), which prepares for a two-year professional skills certificate (CAP) or a three-year vocational baccalauréat. These can also be designed to provide direct access to employment, and the training always includes in-company internship. However, access to tertiary level VET programmes in related fields is possible. Upper secondary education is governed and financed largely by the Ministry of Education and partly by other ministries (including agriculture and industry).

**VET at tertiary level (Sédép-DP 354)**

The lycée-based higher technical curricula provide a two-year programme leading to the higher technician certificate ( BTS). Universities offer also a further technological university diploma (DUT). This is designed for entry into the tertiary market. Students can also decide, on completion, to go on to a vocational bachelor’s programme, which enables them to acquire a vocational qualification at EQF level 5 and progress to master’s level in a qualification at EQF level 7. Higher education (tertiary level) is provided by both public and private higher education institutions or private higher colleges of excellence (grandes écoles).

#### Apprenticeship

This pathway can lead to all vocational qualifications registered in the national directory of professional qualifications, which includes all secondary or higher education certifications as well as vocational qualification certificates (CQP), created by the professional branches. Young people on an apprenticeship contract (one to three years) have the status and rights of other employees and receive a salary. The course of study is to be completed in the workplace and in an apprentice training centre (CFA). The system is governed by the State (legislation), the regional councils (policy settings) and the social partners (management of the CFAs). Its funding comes from the State, which provides a part of the financial contributions for the amount of each apprentices’ salary, the regional councils (bourses sur recrutement, apprenticeship subsidies) and companies (apprenticeship tax).

#### Continuing VET (CVET)

CVET applies to those entering the world of work or already in work, both young and adults. The objectives of CVET include promoting professional integration or reintegration; maintaining or improving skills; working; encouraging the development of skills and access to different levels of professional qualification; and contributing to economic and cultural development and social progress. Access and funding procedures for courses vary according to individual status, either as jobseekers or people in employment (private sector employees, public servants, self-employed workers). Training of job seekers is managed by the regions, and partly by the national agency for employment. Employers (private or public) and the social partners are responsible for training people in employment. The training market is open: in 2016, more than 62,000 training providers together earned revenues of EUR 13.6 billion for 24.4 million people. Funding for CVET activities (including apprenticeship) represented 1.32% of national GDP. More than one in two adults followed at least one training action; however the training rate in France is only 12% (skills for green jobs in the context of the national plan on green growth) (2017–2021).

#### Distinctive features of VET

- **Right to education.** The State ensures the principles of equal opportunity and access to education. It has the obligation to organise public education that is free of charge and secular. This is the foundation of freedom of education.
- **Role of the social partners.** The social partners have an essential role in regulatory, political and financial aspects of lifelong learning programmes. The inter-professional agreements they sign are the basis for the reform of reforms and are generally reflected in legislative and regulatory documents. Social partners also manage the different bodies that collect compulsory company contributions to apprenticeship and vocational training, as well as the unemployment insurance system to which most people contribute.
- **Obligation to contribute financially to CVET.** French CVET is distinguished by the existence of compulsory contributions allocated to a particular purpose, reflecting the desire to encourage companies to train their staff. The rate is set at law, but some professional branches have applied rates above the legal minimum.
- **Recognition of individual rights to training.** Another distinctive feature is the recognition of ‘individual rights’ to training, designed to promote social progress and reduce inequalities in access to training. The best known are the individual training leave (CIF) and the most recently introduced personal training account (compte personnel de formation, CPF). The purpose of the CPF is to make it easier for everyone to access training, tailored to their specific needs and more portable from one company to another.
- **Decentration/leadership role of regions.** The law of 1984 generalises the process of decentralisation. It gave regions full authority over vocational training. Career advice services are now backed by training job-support policies. Regions develop training policies that meet their needs and implement them within regional public training (SPRF) and guidance (SPSR) services. Regions are responsible for defining and managing vocational policies and can undertake initiatives on their own and economic developments.

### Challenges and policy responses

- **State commitment.** The State ensures that its programmes contribute to the development of skills for the green economy, and that it is responsible for training people in employment. The government promotes the green economy by defining policies that contribute to the development of skills and the green economy. The government has also implemented a series of measures to promote the green economy, including incentives for companies to invest in green technologies and the creation of jobs in the green economy.
- **Regional training.** The regions have a role in promoting training and education in the green economy, and they can support companies in the transition to the green economy. The regions have also implemented a series of measures to promote training and education in the green economy, including incentives for companies to invest in green technologies and the creation of jobs in the green economy.

### VET in the French education and training system

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Programme</th>
<th>Duration</th>
<th>EQF Level</th>
<th>WBL</th>
</tr>
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<tbody>
<tr>
<td>TERTIARY LEVEL</td>
<td>Bachelor programmes</td>
<td>3 years</td>
<td>EQF 6</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Master programmes</td>
<td>2 years</td>
<td>EQF 7</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Doctoral programmes</td>
<td>3 years</td>
<td>EQF 8</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Entry through validation of adults’ prior learning (formal/informal/non-formal)**

For learners aged 16-25, after completion of compulsory education, prior VET knowledge may be recognised affecting programme duration. Giving access to tertiary education in selected fields, mainlly school-based programmes, Apprenticeships two or three years, offers EQF level 6 qualifications.

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Vocational education and training (VET) is, by tradition, central to France’s adopted priorities: guidelines first appeared in the Middle Ages and were institutionalised in the 19th century. The development of lifelong learning in the early 1970s was based on a long-standing and highly diverse adult education practices that are the foundation of continuous education.

**Initial VET (IVET)**

VET at upper secondary level

On leaving lower secondary school (college) at SCEDFP-344, generally at the age of 15, students are steered either towards a general (ISCED-P 344) or technological (ISCED-P 354) upper secondary school (lycée), to prepare for a three-year general or technological baccalaureate, or towards a vocational lycée (ISCED-P 355, 354), to prepare for a two-year professional skills certificate (CAP) or a three-year vocational baccalaureate. These last ones are designed to provide direct access to employment, and the training always includes in-company internship. However, access to tertiary level VET programmes in related fields is possible. Upper secondary education is governed and financed largely by the Ministry of Education and partly by other ministries (including agriculture and industry).

VET at tertiary level (ISCED-P 354)

The lycée-based higher technician curricula provide a two-year programme leading to the higher technician certificate (BTS). Universities offer also a two-lycée technological curriculum (DUT), this is designed for entry into the higher education market. Students can also decide, on completion, to go on to a vocational baccalaureate’s programme, which enables them to acquire a vocational qualification at EQF level 5 and progress to master’s level in a qualification at EQF level 7. Higher education (tertiary level) VET covers all higher vocational courses within universities and private or public higher colleges of excellence (grandes écoles).

**Apprenticeship**

This pathway can lead to all vocational qualifications rendered in the national directory of professional qualifications, which includes all secondary or higher education certifications as well as vocational qualification certificates (CQP) created by the professional branches. Young people on an apprenticeship contract (from one to three years) have the status and rights of other employees and receive a salary. The course is to be paid either at the workplace and in an apprentice training centre (CFAPA). The system is governed by the State (legislation), the regional councils (setting up) and the social partners (management of the CFAPA). Its funding comes from the State, which shares the cost with the social partners according to their contributions for the amount of each apprentice salary, the regional councils (bursaries on recruitment, apprenticeship subsides) and companies (apprenticeship tax).

**Continuing VET (CVET)**

CVET applies to those entering the world of work or already in work, both young and adults. The objectives of CVET include promoting professional integration or reintegration; maintaining in work; encouraging the development of skills and access to different levels of professional qualification; and contributing to economic and cultural development and social progress. Access and funding procedures for courses vary according to individual status, either as jobseekers or people in employment (private sector employees, public servants, self-employed workers). Training of job seekers is managed by the regions, and partly by the national agency for employment. Employers (private or public) and the social partners are responsible for training people in employment. The training market is open: in 2012, more than 62 000 training providers were registered in all fields.

**Career services**

They operate in all economic areas. The main aim of the new career guidance service (as of 2017). This personalised web service will provide jobseekers with information on social rights and career transitions and suitable training. This requires coordinated actions among national and regional actors, and active social partner involvement. The service is linked to the personal training account (CPF).

**Distinctive features of VET**

**Right to education**

The State ensures the principles of equal opportunity, access to education. It has the obligation to organise public education that is free of charge and suited to all for education. It has the obligation to organise public education that is free of charge and suited to all for education.

**Role of the social partners**

The social partners have an essential role in regulating social and financial aspects of lifelong learning programmes. The tripartite agreements they sign are the basis for the introduction of reforms and are generally reflected in legislative and regulatory documents. Social partners also manage the different bodies that collect compulsory company contributions to apprenticeship and vocational training, as well as the unemployment insurance system to jobless workers.

**Obligation to contribute financially to CVET**

French CVET is distinguished by the existence of company contributions allocated to a particular purpose, reflecting the desire to encourage companies to train their staff. The rate is set by law, but some professional branches have applied rates above the legal minimum.

**Recognition of ‘individual rights’ to training**

Another distinctive feature is the recognition of ‘individual rights to training’, designed to promote social progress and reduce inequalities in access to training. The law introduced the individual training leave (CIF) and the most recently introduced personal training account (compte personnel de formation, CPF). The purpose of the CPF is to contribute to the individual’s right to training and to make it more accessible to all occupational groups.

**Setting up of the CPF**

The active population in the public and private sectors will have online access to information on social rights and career transitions and suitable training. This requires coordinated actions among national and regional actors, and active social partner involvement. The CPF is linked to the personal training account (CPF).

**Main aims of the new career guidance service**

The main aim of the new career guidance service (as of 2017). This personalised web service will provide information on training, including access to training (CIF) as well as unemployment insurance and social protection.

**Map occupation changes related to the digital revolution and the green growth plan**

Mapping changes in occupations is part of the national employment strategy plan (Transition numerique, CNEFOP). The workforce will be carried out by public authorities and the social partners to identify training needs related to the digital revolution. The same exercise will be done to identify emerging (gilets verts) or green skills in the context of the national plan on green growth (Transition énergétique, CNUM).
Further information


www.education.gouv.fr
Ministry of National Education, Higher Education and Research
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National portal on initial and continuing guidance and training

This spotlight is based on input from Centre Infos – Centre for the Development of Information on Continuing Vocational Training (ReferNet France 2016).


This table presents national data on the share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification and whose highest level of education involved some learning in a workplace (% 2014).

Source: Cedefop European skills and jobs survey, 2014.

NB: VET: survey respondents described their highest qualification as vocational.
WBL: studies involved some learning at a workplace (e.g. apprenticeships, internships, other forms of work-based learning).

Results may differ from those reported in national statistics and international surveys, as the online data collection method used does not always lead to fully representative findings.

Source: Cedefop European skills and jobs survey, 2015.

Early leavers from education and training:
% of early leavers from education and training over the four weeks prior to the survey, 2015.
FRANCE

Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes
% of all students in upper secondary education, 2014

Lifelong learning
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

Early leavers from education and training
% of early leavers from education and training, 2015

Share of employees (aged 25 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2016

Further information


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